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ABSTRACT

This paper provides a synopsis of a research report done by the Youth Project of the Centre for Conflict Resolution (CCR), an autonomous institute with the University of Cape Town. In 1992 the Human Sciences Research Council initiated a cooperative research programme into South African youth and the problems and challenges they face. CCR was commissioned to participate and submit a report on conflict resolution and peacemaking among youth. The synopsis of the report is divided into three sections. Section 1 focuses on the needs of South African children and youth and asks: (1) What do our young people say? and (2) What do educationists say? Section 2 focuses on an overview of peace education programmatic and research initiatives. Section 3 examines the way forward with: (1) Peace Education for South African youngsters in both the school and the wider community; (2) Some cautionary thoughts in regards to terminology, schools, and parents; and (3) Research directions. Contains seven references. (EH)

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EXPLORING PEACE EDUCATION IN SOUTH AFRICAN SETTINGS

Valerie Dovey

The Youth Project of the Centre for Conflict Resolution (CCR), an autonomous institute associated with the University of Cape Town, focuses on the field of constructive conflict resolution and peacemaking empowerment for young South Africans.

In 1992 the Human Sciences Research Council initiated a Cooperative Research Programme into South African youth and the problems and challenges they face. CCR was commissioned to participate and submit a report on conflict resolution and peacemaking among youth. The report was compiled by Valerie Botha (Dovey), coordinator of the Youth Project, and an associate, Adele Kirsten.

This paper provides a synopsis of the research report, in three sections: firstly, looking at the needs of South African children and youth; secondly, at the range of initiatives already working in this field; and thirdly, at some suggested future directions.

EXPLORING PEACE EDUCATION IN SOUTH AFRICAN SETTINGS

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"Peace doesn't form a picture in my mind because I haven't experienced complete peace" (Words from a South African high school student; 1992.)

Introduction

The Youth Project of the Centre for Conflict Resolution (CCR), formerly known as the Centre for Intergroup Studies, an autonomous institute associated with the University of Cape Town, focuses on the field of constructive conflict resolution and peacemaking empowerment for young South Africans and is one of the pioneers in this field in South Africa.

In 1992 the Human Sciences Research Council initiated a Cooperative Research Programme into South African youth and the problems and challenges they face. Among the Programme objectives were the initiation and support of research into South African youth, and the generation of academically sound research results with significant policy implications.

CCR was commissioned to participate and submit a report entitled: "Conflict Resolution and Peacemaking among Youth". The report was compiled by Valerie Botha (Dovey), coordinator of the Youth Project, and an associate, Adele Kirsten, and presented in May 1993.

It aimed to promote the development and implementation of conflict resolution and peacemaking programmes for young South Africans and worked towards equipping them with resources and skills which encourage an ethos of constructive conflict resolution and peacemaking.

In exploring peace education in South African settings, this paper provides a synopsis of aspects of our research report. It does this in three sections: firstly, looking at the needs of our children and youth; secondly, at the range of initiatives already working in this field; and thirdly, at some

suggested future directions.

For the purposes of our report, the term "peace education" is used in a generic sense and encompasses the fields of conflict resolution and peace-making.

1 The Needs of South African Children and Youth

In looking at the needs of South African children and youth, the paper draws from the empirical component of our research which had two components – a Western Cape and a Johannesburg-based survey. In both surveys groups of young people and educationists were involved.

In the Western Cape, questionnaires were completed by 189 young people between 12 and 30 years of age. The sample represented a variety of ethnic backgrounds and home languages, and youngsters who were at school, studying further, working and unemployed. The Johannesburg youth sample involved 107 pupils from Std 4 and Std 8 levels at 10 representative schools in the wider Johannesburg area. Our research material emanated from group discussions generated around a series of pictures depicting conflict situations, and questionnaires.

A number of educationists and others working in youth-related areas were interviewed. We also included input obtained from consultations and discussions initiated by the CCR with people around the country as part of our ongoing peace education promotion work. The "educationists and other" category thus represents a variety of fields, and besides academics, teachers, curriculum specialists and researchers, includes health and welfare professionals, lawyers, and members of grassroots and community organisations. Our discussions focused largely on establishing whether there is a need for peace education for South African children and youth, and if this is indicated, how best peace education could happen.

The paper summarises what our respondents had to say in response to specific questions and focuses on common themes which emerged.

Our report prefaced this section by looking at the South African context in which our children are growing up. This cannot be given attention within the confines of this paper and maybe it's just as well because we're talking about exploring and looking forward.

Let's not lose sight of the fact, however, that the historical context of apartheid and segregation is a violent one. Mokwena (1892) reminds us that South Africa is one of the most violent places in the world. A culture of

violence permeates the society – not merely in the overt political violence reported in the world's media, but also in the entertainment media, the spiralling levels of crime, road and work accidents, and domestic violence. And those most directly affected by our country's violence have been the children. (McKendrick & Hoffman, 1990.)

1.1 What Do Our Young People Say?

They tell us that young South Africans from all walks of life are living in a conflict-ridden culture – whether it be at intrapersonal, interpersonal, intergroup or broader societal levels. In our questionnaire, many of their associations with the word "conflict" referred to states of violence, war, fighting and death, and situations characterised by friction, chaos, hurt and a lack of peace. They were predominantly related to negative situations and provided graphic illustrations of this.

"Guns – fire – people running around crying."
"Broken, uptight, unravelled and hurt."
"Unhappiness in my home – Not ever feeling wanted or longed for..."

The vast majority of our respondents spoke of experiencing conflict in their own lives, with family-related conflicts featuring significantly. A predominant theme in the family conflicts experienced was the feeling that parents showed lack of respect for children as individuals and that parental decisions were imposed rather than discussed. Many issues had to do with ineffective parental communication with children, and with disagreements about issues such as freedom to make choices, the suitability of friends, and careers. Sibling-related conflicts centred, inter alia, on jealousy, provocation to get attention, arguments about home duties, and a lack of respect for possessions.

Many of our older respondents referred to the prevalence of intrapersonal conflicts in their lives. These had to do, inter alia, with fear of failure and making mistakes because of ignorance; feelings of being out of control; inability to solve problems and make decisions; handling criticism; matters of salvation, trust and conscience; and concerns about how to make progress in life and make friends. Some respondents spoke of conflicts related to lack of self-understanding and self confidence, inability to communicate effectively, and the expression of individuality in the face of

strong influence by others.

"My greatest conflict is with myself. I have conflicting ideas of what my life in general is really about."
"Not being able to express myself well enough to be understood the way I want to be."

Other common conflict areas centred around friends, teachers, politics and racial discrimination. Social problems areas mentioned focused mainly on drug and alcohol use and abuse, as well as problems such as AIDS, gangs, poverty, inadequate housing, unemployment, township terror, and sexual harassment.

"Young people in South Africa are under a lot of pressure...."

For many of our black youngsters conflicts related to education were prevalent. They mentioned issues such as the high cost of education, the South African education system, and the disruption which has characterised their school careers.

Our sample as a whole was highly supportive of the idea of young people learning to deal with conflict constructively. Accompanying comments spoke of conflict being everywhere, and of young people being "prisoners" of their internal and external conflicts – often not knowing how to deal with different conflict situations effectively. Some respondents mentioned suicide and engaging in other negative behaviours as a result of being ill-equipped to handle conflict. Some felt that the prevalence of family disintegration and domestic and societal states of alienation, chaos and violence and their effects on young people, make this kind of training imperative. Its importance in equipping young people for their roles in a changing South Africa was highlighted.

"...we all have conflict and must all learn to deal with adverse situations and stop repressing and building anger which leads to hatred."

In terms of the anticipated benefits of conflict resolution programmes, the composite picture emerging from our survey was that young people would be equipped with lifeskills and constructive bases for problem solving and decision making. These programmes would help young people to: develop self confidence, understanding of themselves and others, mutual respect, tolerance and appreciation of differences; express their feelings and

communicate more effectively; take greater responsibility for their actions; and equip them to deal with conflict in constructive ways.

The consequent development of personal and interactive skills could reduce the incidence of violence, crime, gangsterism, suicide, drug abuse and broken relationships, and generally contribute to the creation of a more peaceful present and future society. Conflict would be transformed into "something good".

"That might bring peace in the country. People who (have been) taught about this programme are the ones who are going (to) teach others who haven't (had) the opportunity."
"The benefits will obviously lead to peace because teaching a young person (is) teaching the whole nation."

Motivating comments for conflict resolution programmes being part of a school curriculum or presented in school settings suggested, inter alia, that: this was the forum for reaching the greatest number of young people; every child would have the opportunity to learn conflict resolution skills; there were ongoing opportunities to interact with other young people; skills could be taught and progressively reinforced in school settings; and a subject like conflict resolution was a component of "all round" education. Some respondents, however, expressed concerns that the introduction of additional programmes might interfere with their schoolwork.

Respondents stressed the importance of children growing up with the correct knowledge and skills which they can apply throughout their lives. Many suggested that teaching should commence "as soon as they can understand" or as early as possible – while they are still "open" and before they become set in their ways.

"If you want to build a house you start with the foundation."
"This is a starting point to enrich our societies for a better life, South Africa and world."

Our young people feel that they have a vital part to play in the peacemaking process in South Africa and welcome opportunities which enable them to do this. They see themselves as being an energetic, enthusiastic, creative, vibrant, spirited, gregarious and a powerful force. They are tomorrow's leaders and parents and they should be part of the "now" process to equip them for this. They could be positive role models for their parents, peers, community leaders and the rest of South Africa.

"The new generation believes in peace."

Suggestions about how young people could work towards peace included: interacting with other young people and promoting peace among themselves; changing their attitudes; encouraging white youth to visit black townships; taking active roles in community projects; and using effective strategies and channels, e.g. youth groups, church activities, political organisations and rallies. Youth should also crusade actively against discrimination, and work to alleviate social problems such as gangsterism and drug abuse.

Some respondents spoke of a need for youth to start with developing self-respect, self-determination, self-confidence and assertiveness, and to "liberate their minds" so that they could focus on new horizons.

The need was expressed for young people to be taught about responsible decision making, constructive conflict resolution and peacemaking, and to be motivated to apply this learning confidently and effectively in their lives. Supportive education in their homes, schools and communities was important.

The contributions of adults, friends, churches, schools, governments, political organisations and professionals, e.g. psychologists and psychiatrists, to help youngsters deal with the repercussions of conflict, were valued. Family involvement was also mentioned. Working closely with, and showing respect for, parents was seen to be important and families could make a valuable contribution by, for example, establishing effective and fair "discipline" strategies and platforms for constructive discussion.

"Parents have a lot of 'ammunition' that was propaganda from the past. They find it hard to understand the plain love and acceptance that young people naturally have."

The institution of a non-racial, unitary education system was seen as essential by some respondents.

Educational programmes, training workshops, leadership training, holiday activities, inter-youth camps and conferences – organised with regular follow-ups so that contacts and friendships could be promoted and mutual understanding encouraged – were suggested by many respondents. Training and outreach programmes should happen in all communities and a special plea was made for initiatives to reach youth in rural areas. Organisations

working in the peace education field were seen to have an important role to play in the empowerment of young people.

"If parents, teachers and everyone in the community starts to...address this, a huge change will be seen."

1.2 What Do Educationists Say?

Questions about the kinds of conflicts perceived to be facing young South Africans today drew a wide variety of responses, and backed up what the young people surveyed had to say in this regard. Young people in South Africa today are experiencing conflicts ranging from ones that are related to socio-political issues, to those on more personal levels. The fact that intrapersonal, interpersonal, and family conflicts are prevalent in many young lives should not be lost sight of in our preoccupation with the more macro-societal problem areas and their impact on the young.

Our respondents saw youth as flexible and creative people who have vision, hope, optimism, energy and a desire to make a contribution to the peacemaking process in South Africa. Many of them are far more assertive and "verbal" than their parents were at their age, but they are often insufficiently equipped to channel their idealism constructively. They need to have opportunities to understand, question and challenge how society operates and how they can influence peaceful change in a positive way.

Youth should be empowered to take responsibility for themselves, to relate to others in constructive ways, and to deal effectively and positively with conflict situations in their schools, homes, streets, communities, and at wider societal and national levels. The needs of youth should be taken cognisance of holistically.

The need for peace education type programmes for children and youth was endorsed by all respondents. Such a need is a critical one – in view, particularly, of our violent heritage, and the multitude of challenges being presented to our young people today as members of a society in transition.

In terms of introducing such programmes, the approach should be an all-embracing one, involving schools, families, and communities. School-based programmes would help filter concepts of peacemaking and constructive conflict resolution to the community at large. South African pupils and teachers were seen to have a critical role to play as effective agents of change in our society.

The school ethos is an important consideration. Peace must be manifest in school procedures and principals and teachers should work to promote this assessing whether peace education is compatible with a school environment which shows signs of injustice and allows little opportunity for student participation and exercise of responsibility.

The climate is conducive to experimentation. Education Departments have become less rigid and teachers encouraged to become more creative. Many schools have the leeway to introduce new programmes and take responsibility for curriculum development. Some schools have developed a core curriculum of examinable subjects and are showing flexibility as they introduce other subject areas into a more general curriculum. This could be a place for peace education. "Social problem" issues are increasingly finding their way into school curricula, and many teachers are becoming aware of the need for courses in conflict resolution.

There are already practical examples of how the principles of correlation in education are being applied to incorporate new ideas, and teachers should be given practical guidelines regarding infusion of peace education concepts.

Curriculum planners and text-book designers should be actively involved and publications designed to suggest bases for debate and peace-related themes. Support from outside facilitators and experts should be solicited and cooperation with projects already existent in school and other settings encouraged.

Some of our discussions suggested that a key issue would be methodology-related rather than content-related. Much of the material pre-supposes an established sense of identity among young people. Many of them would have difficulty talking about their own identity, let alone talking about "what it means to be a South African"! Methodology should be such that students are encouraged to become actively involved in the programme, and a process of interdependence and cooperation among students stimulated.

In terms of focus, peace education should be looking at personal empowerment which cannot, however, be divorced from political empowerment. Peace education was seen to be a political as well as an educative matter and content should relate to practical issues affecting youth. The enhancement of self esteem should be a core component of any such programme.

Links of school-based peace education with the home and broader settings should be made explicit and school programmes supplemented by

youth involvement in community outreach activities where their input will be seen by them as "making a difference" and having a lasting effect. Community support for and involvement in the introduction of peace education programmes is important and could suggest other entry points for peace education. Crosscultural interchange opportunities should be provided for young people of all races and cultures in an effort to promote a wider culture of peace.

2 An Overview of Peace Education Initiatives

The field of peace education might be relatively new in South Africa, but the very existence of a wide and exciting range of initiatives indicates that the need for the promotion of a culture of peace among our young people is being regarded seriously by practitioners, educationists and researchers alike. The paper looks at some of our programmatic and research initiatives and refers to certain recent developments not included in our research report.

2.1 Programmatic Initiatives

There are a number of institutions and organisations making important contributions and advances to the overall field of peace education in South Africa. Some, like the Centre for Conflict Resolution (CCR) and the Quaker Peace Centre, have been pioneers – exploring and working in this area for some time now.

CCR houses its own Youth Project which works to encourage the development and implementation of conflict resolution and peacemaking programmes for South African youth. For the past three years the Project has directed its activities in the areas of training, research, resource collection, local and international networking, and public awareness. Its primary focus is training the teachers and other "trainers" of young people.

The formal start of the Project was launched in 1991 with research for a publication, "Interactive Skills for South African Youngsters", which aimed to provide the CCR with an overview of the existent range of programmes and approaches operating to equip South African youngsters with interactive lifeskills, and identify any focus on conflict resolution in such programmes. A definite need for this type of training to be offered emerg-

ed from our research.

The Quaker Peace Centre's team of peacemakers encourages the creative, non-violent resolution of conflict through promoting awareness, cooperation and empowerment. Promoting peace education and non-violent conflict resolution among young people in school and community settings is an important focus of its work. In 1992, the draft of the first "South African Handbook of Education for Peace" was printed and distributed by the Quaker Peace Centre. The Handbook is designed for use by teachers, youth leaders and others interested in promoting peace education. Both the Quaker Peace Centre and the CCR Youth Project have developed comprehensive resource collections of programmatic and other materials.

Other endeavours have been initiated by, inter alia, grassroots and non-governmental organisations, individual schools, teacher bodies, education departments, university-linked agencies, the media, and welfare organisations. Their programmes do not always have a specific peace or conflict resolution focus, but their youth-related work is targeted in some or other way towards the empowerment of young people and/or those working with them.

Throughout the country today, there exist projects and programmes which aim to provide young people with opportunities to develop lifeskills of some kind. These include programmes providing exposure to the concept and practice of democracy (Institute for a Democratic South Africa [IDASA]); empowering children through creative expression (The Open School); teaching listening skills through the medium of oral history (Joint Enrichment Project); and involving young people in decision-making learning processes (church youth groups).

The area of tolerance is receiving increasing attention. The Education for Tolerance/Anti-Racism Project, currently being undertaken jointly by the Departments of Education and Psychology at the University of Cape Town, for example, aims to assist teachers to reduce racism and intergroup hostility in South African schools. Also working in the area of promoting tolerance, IDASA's Media Department has published an educational youth booklet, "Long Live Tolerance".

The Anne Frank in the World Exhibition, touring South Africa during 1994, has provided a teaching vehicle for many subjects raising issues such as human rights, tolerance, use and abuse of power, stereotyping and propaganda, and discrimination. Special teacher workshops have been held to introduce locally designed teacher packages focusing on 6 themes: The Holocaust; Nazi Germany; The Diary of Anne Frank; Apartheid; Human

Rights and Making Choices.

Besides CCR and the Quaker Peace Centre, there are a number of organisations providing conflict resolution training for young people and teachers. These include: the Community Dispute Resolution Trust; the National Institute for Crime and Rehabilitation of Offenders (NICRO); the Independent Projects Trust; Vuleka Trust; the Institute for the Study and Resolution of Conflict, based at the University of Port Elizabeth; and the Lifeskills Project attached to the University of Cape Town.

Certain schools, e.g. in the Natal Education Department, have included conflict resolution components in their piloting of Life Orientation programmes. Other schools are experimenting with ways and means of introducing peace education and conflict resolution into formal and informal curricula. Claremont Primary School in Cape Town, for example, has infused principles and practices of peace education in creative ways, and Riebeek College in Uitenhage has developed a peace education curriculum which it uses as part of Guidance teaching for Stds 6-10.

Among the areas of focus of the Catholic Institute of Education (CIE) have been the development of an integrated studies curriculum, and a programme for students from Stds 1-5 which aims to build bridges between young people of different cultural backgrounds.

A teacher organisation's initiative was the launching of the Peace Committee of the South African Teachers' Association (SATA) in 1991 to investigate the need for peace education in South African schools. This committee subsequently recommended to SATA that peace education should be a component of the school curriculum and inform a broad spectrum of school activities. A number of pilot primary and high "Peace Schools" have introduced peace education into their schools and members of the committee have designed peace education manuals for use at high, primary, and pre-primary school.

Supporting the introduction of peace education into school settings are initiatives such as that of the School Library section of the Cape Education Library Service which has distributed seven annotated bibliographies devoted to peace education to 1000 schools in the Cape Province this year. It has also organised conference exhibitions of pupil-oriented fiction and non-fiction books which can be used in peace education.

Some endeavours are focusing specifically on principal and teacher groups. One example is the Centre for Cognitive Development in Pretoria and Cape Town which aims to empower teachers to empower learners to become skilled, responsible, confident, critical and creative problem sol-

vers. Another is the Centre for Educational Development, based at Stellenbosch University, which has developed a support programme for teachers in multicultural schools. A team of academics at this University is currently working on a peace education curriculum for teachers.

The Centre for the Study of Violence and Reconciliation, associated with the University of Witwatersrand, focuses on research into violence around questions such as: "How do we recover and reconstruct?" It has an education component which offers education and training workshops for children and teachers around violence-related issues. Special skills-based programmes equip teachers with basic counselling skills for victims of violence.

There are also initiatives underway to promote the introduction of democratic approaches to school management. The Transvaal branch of IDASA, for example, has been co-facilitator with the Vista University Mamelodi branch of the Union of Democratic Staff Associations (UDUSA), of a project aimed to facilitate a culture of learning and teaching at a pilot Mamelodi high school which can then be used as a model for transformation by other schools. The PTSA (Parent-Teacher-Student Association) movements in many of our black schools see themselves as structures of democratic control, striving for quality in education within the context of the broader school community.

During the ongoing process of transformation of educational systems in South Africa, a number of initiatives have drawn up submissions to bodies looking at new education policies. CCR, for example, sent a recommendation to the Convention for a Democratic South Africa (CODESA) after a group of educationists from formal and informal sectors met at the CCR in January 1992 to discuss a Draft Document, "Education for a New South Africa" (Botha, 1991), and to share ideas about peace education and related areas. CCR has also sent documentation to the National Education Training Forum and the African National Congress Education Desk about the need for peace education.

There are a number of active law-related endeavours, one of which is the South African Street Law programme which is taught to Std 9 and 10 pupils throughout South Africa, usually incorporated into the school guidance curriculum and taught by final year LL.B university students. Use is made of student and trainer manuals published by the Centre for Socio-Legal Studies and the Association of Law Societies. These focus on issues such as juvenile justice and criminal law, and alternative dispute resolution strategies such as negotiation, mediation and arbitration.

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Lawyers for Human Rights has a Human Rights Education Project which seeks to help create a human rights culture and establish political tolerance through national outreach to, inter alia, formal education structures, i.e. Std 9 and 10 school pupils and university students, and community-based organisations. A set of "Human Rights for All" student texts and teacher manuals has been developed with a specific peacemaking and non-violent conflict resolution component.

The Community Law Centre (CLC) affiliated with the University of Natal works with rural communities, including, primary and high school pupil groups. CLC's recent publications, "Waiting for Democracy" and "Human Rights", have been designed in a way that will allow access for those who are not literate.

There is a growing emergence of Peer Trainer and Support-type programmes, particularly in the area of Aids and Substance Abuse Education, and these focus heavily on the development of personal and social skills. Phuting College near Johannesburg has, for example, pioneered a Peer Support programme which aims, inter alia, to break down cultural barriers, develop self esteem and self confidence, develop negotiation, mediation and leadership skills, and equip pupils to contribute towards the development of a peaceful society. All pupils are trained as facilitators and have the opportunity to serve as such during their senior years.

Other youth development, leadership and interaction programmes include the Leadership South Programme whose Facilitator Training Programme empowers youth to become facilitators and organisers of community development projects in urban and rural Western Cape areas. Leadership South has helped establish a FutureLinks-South Africa programme by coordinating the USA trip of fifteen South African youth leaders for a period of intensive conflict resolution skills training with Professor Dudley Weeks at the American University in Washington, D.C. FutureLinks-South Africa is a group of young trained conflict resolution facilitators whose purpose is to promote community-based and national conflict resolution services and skills transference in South Africa. It is now the first chapter in the Global FutureLinks Network.

Peace Visions, another youth empowerment initiative, is a creative peace education programme initiated by six organisations involved in social, political and cultural work. Young people between 15 and 18 years attend weekend programmes on Robben Island exploring "Peace with the Past-Present", before participating in workshops on conflict transformation, interactive drama and mural painting. Youth are trained as co-facilitators in

the programme and encouraged to create "ripples" in their own communities.

The South African Youth Symposium programme aims to: bring high school students and teachers of all races together in an informal atmosphere; focus on the development of self-esteem, basic lifeskills and conflict resolution skills specifically; and encourage students to play a more active role in influencing positive changes in a society in transition. The Youthreach Project of Women for Peaceful Change Now, as part of its aim to improve intergroup relations and promote peace and democracy, brings Std 9 pupils of all races together for weekend programmes which include conflict resolution training and practice. An important area of IDASA's work has been leadership training and the facilitation of interactive and joint learning processes among youth.

Organisations concerned with early learning are also playing their part in promoting peace education. The Early Learning Resource Unit (ELRU) has incorporated peace education principles and conflict resolution training in its non-formal adult and teacher training programmes and developed an Anti-Bias Project focusing on curricula, materials and practice. The SA Association for Early Childhood Educare (SAAECE), has developed a Peace Pack containing a poster, "Recover From Violence", which highlights ways to create peace and rebuild community life, ideas for activities, articles and cartoons on conflict resolution, and resource information for people who work with young children.

In the area of parenting, The Parent Centres in Cape Town are examples of organisations working to promote healthy family relationships and to contribute towards the prevention of physical and emotional abuse of children in all communities. Their parents' lifeskills training programme include components on effective family communication, the enhancement of self-esteem and constructive conflict resolution.

We are seeing growing evidence of peace-related media initiatives. "Upbeat", a monthly magazine aimed at South African youth, for example, has produced an 8-part cartoon series on conflict resolution with each issue having a skills-based focus. "Peace Radio" now broadcasts daily on one of our radio channels, aims to facilitate peace, reconciliation, reconstruction and tolerance, and structures its programmes around community needs. "Peace Cafe" is a relatively new youth television programme initiated by the Cape Town-based Media Peace Centre in support of the National Peace Secretariat's Peace and Development Programme. It encourages youth to speak their minds and participate in the country's peace and development

processes.

The contributions being made by these kinds of initiative are invaluable. Dunn (1992) refers to this very process as a necessary stage in the wider process of generating a more holistic and coherent programme, that is, in some sense, more general. He sees a complementary approach as an institutional or governmental one, which tries to produce a structure within which these individual efforts are coordinated or legitimated, "where the general concept of allowing education to contribute to community relations, peace studies and conflict resolution is acknowledged and systematised." (Dunn, 1992, p. 1.)

2.2 Research Initiatives

We gave attention to three different kinds of current research endeavours in our report, and reference will be made to these here. The first overviews research material relating to South African youth and politics; the second relates to academic post-graduate research work; and the third is a study of adolescent risk-taking behaviour. Two individuals who have been pioneer researchers in the field of peace education are Professor Cedric Taylor at the University of Port Elizabeth, and Professor Jannie Malan who works with the ACCORD organisation.

Ian Liebenberg's Cooperative Research Programme report on South African Youth and Politics (1987-1992) looks at research material on issues relating to youth and politics during that period.

In terms of youth-related peace and conflict research, he mentions a number of initiatives aimed at facilitating contact, interaction and dialogue between South African youth. He states that while hopefully promoting the development of an atmosphere conducive to peaceful interchange, these initiatives did not generate much research. "As yet, no thorough nationally coordinated programme on peace research on the South African youth has been initiated or undertaken. There exists a great need in this field for research programmes as well as the implementation of proposals emanating from research." (Liebenberg, 1993, p. 13.)

A number of recent research initiatives related to the field of peace education have been undertaken in partial fulfilment for Master's and Doctoral degrees. This body of research has been school-based and includes initiatives focusing on: principals' conflict-handling styles; organisational conflict in high schools; management practices and tasks of principals when

dealing with unrest situations; prejudice-related conflict among students; the role of education in improving intergroup relations; the implications of multicultural education for the school community; the prevention and management of intergroup conflict; mediation of conflict in nonracial schools; and Cooperative Learning.

It is encouraging that the areas of conflict resolution and peacemaking, and structuring positive intergroup contact, are being given increasing attention by South African researchers such as these. Their recommendations highlight the need that exists for these areas to be addressed further in terms of both research and practical application. A striking commonality among these recommendations was that attention be given to the incorporation of conflict resolution training for teachers at undergraduate, graduate and in-service levels.

Our report also noted research undertaken jointly by the Centre for Epidemiological Research in Southern Africa and the Department of Psychiatry at the University of Cape Town (Flischer, 1993). The study was motivated by the fact that although a number of researchers have investigated the psychological and social consequences of exposure to violence in South Africa, the extent to which our "culture of violence" manifests in individual behaviour has not received much attention.

Violent behaviour was thus included as part of a larger prevalence study among adolescents – adolescence being seen as a critical period for the acquisition of health-promoting behaviour and attitudes. Risk-taking behaviour patterns of 7 340 Cape Peninsula high school students was investigated as an initial step in the design of appropriate interventions. Suggested strategies that may reduce the prevalence of violent behaviour specifically include: schoolbased programmes encouraging non-violent coping strategies and tolerance; education on the relationship between sex-role stereotyping and violence; opposing the use of physical punishment in the school and home setting; reducing the exposure of children and adolescents to violence in the media; and revising firearm legislation and discouraging the carrying of weapons as a means of self-defence. The researchers highlight the need for the development of preventive programmes within the social context of health-damaging behaviour.

3 The Way Forward

Considerations of the way forward involved asking ourselves how we can

provide young South Africans with a range of empowering experiences that will equip them to play their roles as conflict resolvers and peacemakers in their everyday lives, and motivate them to play these roles accordingly. How can we best facilitate conditions for them to develop personal and interpersonal processes which will contribute to the promotion of a culture of peace?

The continued growth of the field of peace education in South Africa in school and other settings will take time, energy and dedication. We need to experiment, explore, evaluate and learn from our own experiences, as well as those of others, use existing frameworks, and look for new avenues.

In the light of our research, we suggested certain policy guidelines. This paper presents a summary of these under the following headings: Peace Education for South African Youngsters, Some Cautionary Thoughts, and Research Directions.

3.1 Peace Education for South African Youngsters

We would like to see our research project as an initial phase of a long-term comprehensive Peace Education Plan aimed not only at young people, but at all South Africans – a process which should be accompanied by fundamental socio-political structural change if peace education programmes are to have lasting value and effectiveness.

A way forward might be the constitution of a National Commission to formulate a Peace Education blueprint which would give attention to the promotion, development, implementation and evaluation of educational endeavours of a formal, informal, non-formal and community character in a coordinated and structured manner. The establishment of a Network Association, which would provide communication and interaction opportunity among all those working to promote peace education among youth, should be an integral part of this.

Our report suggests that peace education programmes for South African children and youth should be introduced, developed and implemented in a variety of settings. We believe that peace education should begin in the home, starting at birth and having a central place in the development of our children, that parents have a critical role to play in this regard, and that the concept of "Parenting for Peace" should be promoted.

3.1.1 The School

Schools are the most central and obvious channel for peace education and they should be encouraged to take on this role.

Peace education, with a specific focus on conflict resolution, should be introduced, developed and implemented in South African primary and high schools for the benefit of all students in a school and pilot programmes initiated in a variety of schools. This should be regarded as a long-term process which requires flexibility and openness rather than adherence to rigid pre-set agendas with schools taking account of their own needs, capabilities, and characters.

A range of support mechanisms should be activated to encourage effective implementation and ideally this means involving the whole school community. Student empowerment cannot develop constructively in isolation.

This would mean engaging the sanction and support of Departments of Education and School Management Boards, principals and teachers, student populations, Student Representative Councils, Parent-Teacher-Student and other parent associations, and, where appropriate, agencies in the wider school communities. Enlisting technical, financial and administrative support is important, as is the utilisation of organisations like the Centre for Conflict Resolution for consultation, training, resource material and general support.

We offered some guidelines with regard to equipping teachers for their roles as peace educators.

* In-service training opportunities, focusing on peaceful classroom management, peace education, conflict resolution, and cooperative learning strategies, should be provided for all principals and teachers.
* Teachers should become involved in designing educational and training programmes, contribute to their development and take responsibility for running them.
* Principals and teachers should make opportunities to discuss among themselves areas such as conflict resolution, peace education and diversity, and the use of constructive techniques with which they can and do approach situations of conflict and discrimination in their schools.
* The basic principles of peace education, conflict resolution and peaceful classroom management should be components of teacher training courses at universities and training colleges, and theoretical and practically structured courses on conflict and its resolution should be compulsory components of post-graduate university courses in Education.

Our suggestions regarding the teaching of peace education included the following:

* A peace education curriculum, in contrast to that of a more academic subject, cannot really stand on its own. The school context should be influenced by, and conducive to, the spirit of peace education and characterised, inter alia, by relationships of dialogue between teachers and students, tolerance, constructive conflict resolution and discipline strategies, cooperative procedures, and supportive mechanisms for those in need.
* Peace education should ideally be accommodated in the whole school curriculum with the approach being both subject-oriented and integrative, i.e. creating dimensions which provide an opportunity to explore issues in different ways, with different groups, and in any subject.
* A classroom-based programme should provide all students with the opportunity to develop important lifeskills, and a safe training ground on which students can try out these skills and deal with conflicts creatively.
* Peer Mediation programmes should be piloted and introduced where appropriate but ideally as supplements to classroom-based learning.
* Pedagogic models for peace education should reflect the historical reality, the cultural specificity and the aspirations of young South Africans.
* School-based peace education should extend to include community outreach initiatives in order to promote a wider culture of peace.
* The media should be encouraged to support the concept of peace education in school and other settings with topical and practical peace education and conflict resolution programmes for presentation in high profile prime-time television and radio slots.
* The medium of "distance education" should be used to reach, and provide exposure for, youth and teachers in rural and other relatively inaccessible areas.

8.1.2 The Wider Community

Peace education initiatives should also be directed at reaching young people who are not in formal learning situations and provide "habilitative" and rehabilitative support for those who have been impacted by the ravages of daily violence and had no opportunity to develop constructive social skills.

The involvement of a wide range of organisations, institutions and agencies, e.g. youth and service organisations, churches, trade unions, women's groups, publishing houses, grassroots theatre, art and dance initiatives, and private sector enterprises, should be activated to promote, and do advocacy work for, peace education. Cognisance should be taken of the needs ex-

pressed by our young people for more interaction opportunities among youth of different races and cultures.

Besides young people, teachers and principals, peace education should be targeted at, inter alia, education departments, parent associations, community structures, political parties, governmental bodies, military institutions, health and welfare organisations, and churches. Transformations from top to bottom are essential if we are to achieve sustainable peace in South Africa.

Ways to encourage and support professional and other educators to teach peace education should be explored and use made of organisations working in the peace education and conflict resolution field, for consultation, training, and resource material. The social responsibility role and the positive potential of the entertainment media should also be given attention.

3.2 Some Cautionary Thoughts

Our report highlighted certain "caution areas" or areas of challenge. Attention is given to some of these under three headings: Terminology, Schools, and Parents.

3.2.1 Terminology

The words "peace", "peace education" and "conflict resolution" have confusing and negative connotations for many people and this could militate against acceptance of the need for peace education and support for its introduction in school and other settings.

We need to promote the concept of peace as a realistic and challenging option in the lives of all South Africans; as a necessary component of a societal model built on democratic principles; and as a process which is action-centred and appealing rather than one which is bland and passive. We need terminology which will describe accurately, and in "accessible" language to all our people, the concepts of peace, peace education and conflict resolution.

3.2.2 Schools

Introducing a new process such as peace education will fundamentally challenge the system and teaching model of many schools. This implies change, adaptation and also the possibility of resistance. The authoritarian nature characterising the management of many of our schools may militate

against introducing a peace education process which tries to involve the whole school.

Principal and teacher resistance, suspicion, and non-support could negate the effectiveness of peace education. Some teachers may question the value of or feel threatened by peace education. Some may feel that peace education will interfere with formal learning – that timetables are already full and teacher resources stretched to the limit and that after all the disruptions to many of our schools, teachers really need to get on with the business of "teaching" in traditional terms.

Many schools today are being inundated with requests to introduce new programmes such as Aids Awareness, Multicultural Education and Education for Democracy, and they might be wary of yet another "good idea" which they feel will require additional energy, effort and resources to implement.

3.2.3 Parents

Some parents might resist the whole idea of peace education in schools, viewing it with suspicion and unease. Parents who are unable to deal with conflict constructively in their own lives might feel threatened if their children come home with new ideas which they try to put into practice in the home environment. This might be particularly true for parents who feel that physical punishment is an appropriate way of dealing with conflict.

It is likely that some parents might feel that schools should focus on academic subjects which pave the way for further education and career direction, and that peace education is a waste of children's time.

Part of our challenge is to familiarise parents with the concept of peace education and to encourage them to play active roles as peacemakers and peace educators.

3.3 Research Directions

This paper gives attention to some of the research directions our report suggests, the main one dealing with the development of appropriate materials.

We need to design and develop culturally relevant programme and resource materials appropriate for use in South African settings, rooted in a context which is meaningful for our youth and grounded in their own experience.

Materials and training modules should reflect language and cultural diversity and we need to be wary of methodological and cultural biases built into Western models of conflict resolution in our programme design. We need to gather a body of knowledge about traditional formal and informal patterns of problem-solving and peacemaking among South African ethnic and other groups so that these can be applied to training materials. The value of giving attention to "tradition" in peace education programmes should be explored.

South African pupils and teachers could be encouraged to critique particular training models and adapt them to fit in with their own traditions and situations, discuss how people can make themselves understood across language and cultural divides, and provide a wealth of relevant scenario and role-play material from their own experiences as we build up a body of South African resources.

Materials should be designed and developed for use by and with those young people who do not have well developed reading and writing skills, and the educative potential of cartoons and other graphic material, for example, should be explored.

Among the other research directions suggested are:

- Identifying appropriate and acceptable terminology;
- Investigating how peace education could be incorporated into teacher training curricula;
- Identifying appropriate organisations and community services that can be actively involved in promoting peace education in communities and other-than-school settings;
- Undertaking a more comprehensive survey on attitudes to and understanding of violence and conflict among South African youth, especially those in communities which have experienced extreme levels of violence;
- Understanding the importance and kinds of coping mechanisms employed by children, and identifying the factors which assist them to overcome stresses and strains in the family and wider environments;
- Investigating further the extent to which, and how, the South African culture of violence manifests in individual behaviour among children and young people; Supplementing existing research to increase our understanding of the role of key factors such as self-esteem, self-confidence and trust, in the central core of the personality.

Conclusion

It is not easy to work for peace in a country that has been geared for physical and emotional confrontation. We know that we have to transform ourselves, societal conditions and development models in order to achieve sustainable peace in South Africa, and as peace educators, we might sometimes experience disillusionment and scepticism as we wonder about the effectiveness of what we are doing. But at these times we should listen "actively" to the voices of our young people. They have spoken to us from their hearts and from their experiences of growing up in a turmoiled society.

The time has come to stop the violence, the psychological maiming and the enormous waste of our childrens' talent and potential. We have a responsibility to develop a new generation of South African citizens and leaders who understand that peace is a positive and alternate reality to despair, violence and war, and who are equipped to deal effectively and constructively with resolving conflict – on personal, community and political levels.

It is important that our children, from an early age, develop resources and skills which will facilitate and encourage an ethos and practice of peacemaking and constructive conflict resolution. It is also important to instil in our children a sense of being able to positively impact the social structures and attitudes in today's society – a sense that they can, and do, effect change, and that we desire, recognise and value their contributions in this regard.

We need to give our young people the opportunity to ensure sustainable futures for themselves and South Africa and commit ourselves to investing in this valuable, but unexploited and largely neglected, resource in our country – our children and youth. We need to look seriously at peace education. We owe it to them!

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